

## **7<sup>th</sup> Grade Life Skills Curriculum**

Life Skills is all about decision-making. Only you can choose what to do and what not to do. Other people may influence you, but the choices you make are ultimately your decision. This class will arm students with the knowledge and skills to make positive choices in their lives.

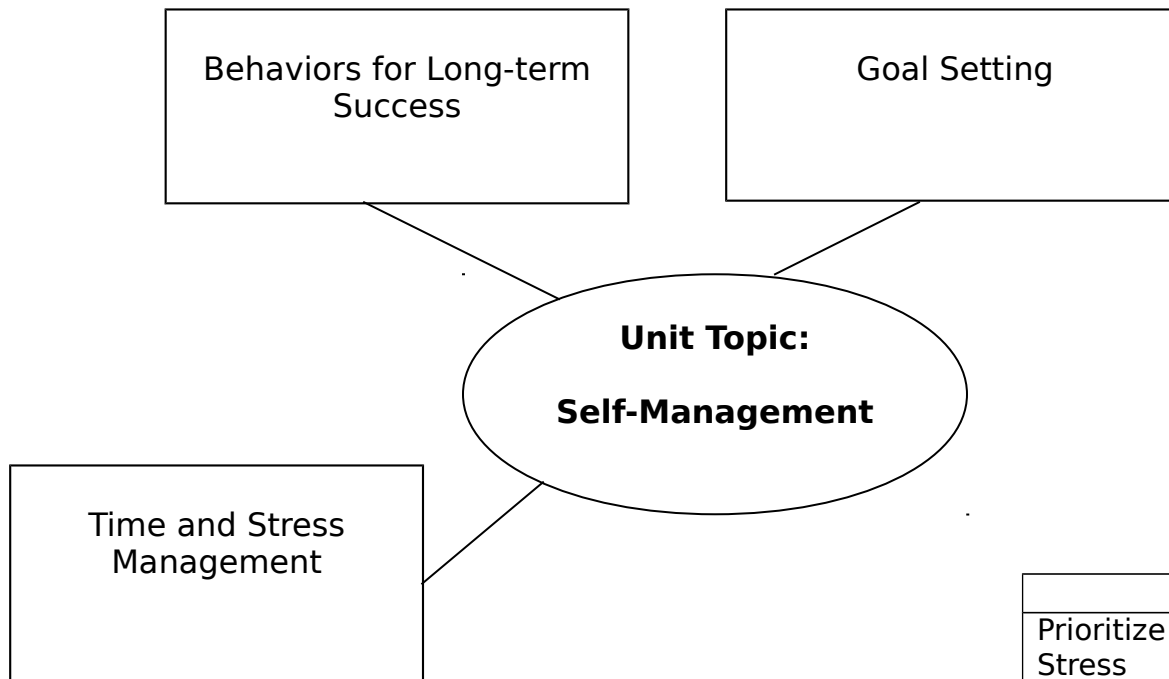
There are a total of four units that make up the 7<sup>th</sup> grade Life Skills curriculum. Below is an outline of the units:

- Self-Management – p. 2
- Personal Health – p. 5
- Decision Making – p. 8
- Substance Abuse – p. 11

\* **An asterisk indicates that this standard is addressed within multiple units.**

## Critical Content/Concept Web

## Unit Planner

Unit Topic: Self-ManagementConceptual Lens: Personal ChoicesGrade: 7<sup>th</sup>**Unit Overview**

In this unit students will explore aspects of self-management. Students will use time-management techniques to help prioritize their personal responsibilities and minimize stress. They will also set personal goals as a framework for making healthy choices.

**Approximate timeframe:**  
5-7 days

**Unit 1 Vocabulary/Ideas**

Prioritize	Long-term goal
Stress	Short-term goal
Stressors	Proactive
Belief	Time-management
Variety	Stress-management
	Synergize

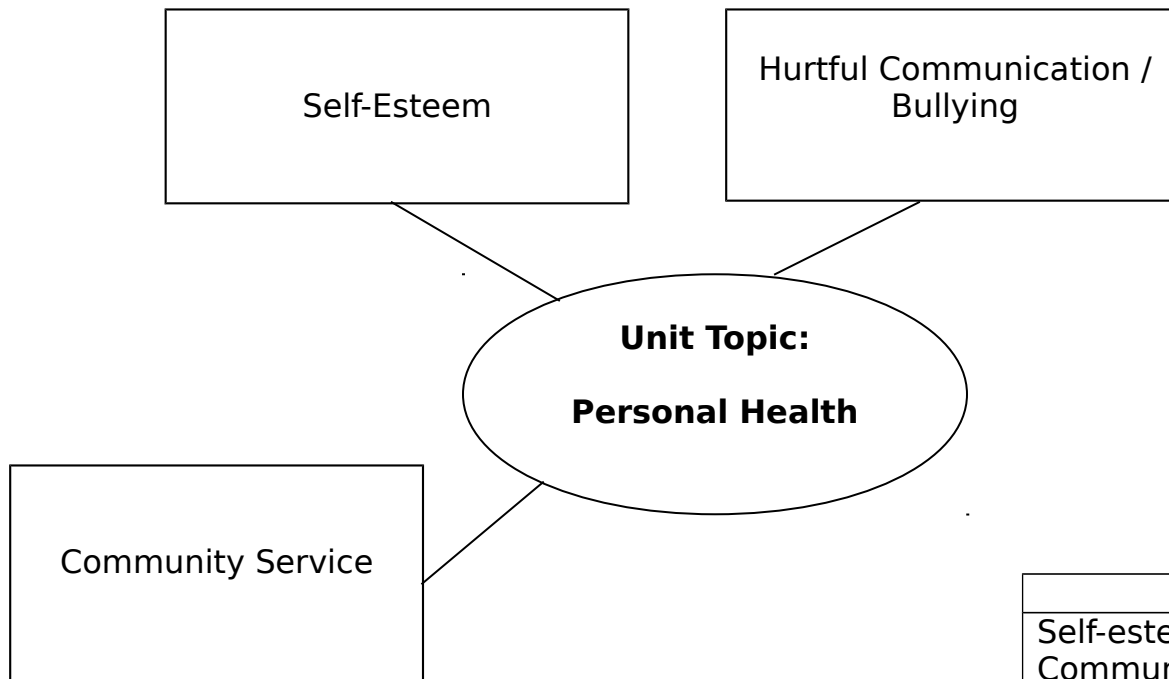
Grade: 7th Subject: Life Skills Unit: Self-Management Lens: Personal Choices	
Enduring Understandings	Guiding Questions
1. Goals provide a framework for successful living.	a. Why are goals important? b. What are some goals you are currently working on? c. How do goals influence the choices you make? d. What are some possible roadblocks to achieving your goals? e. How do you create a plan of action to achieve a set goal?
2. Personal beliefs influence behaviors.	a. How do organizational skills help you be successful? b. What are different examples of organizational tools? c. How can you prioritize your time to be more effective? d. How do our beliefs affect our behaviors? e. Where do our values come from? f. How do we identify behaviors that are no longer working for us? How do we change those behaviors?

Grade: 7th Subject: Life Skills Unit: Self-Management Lens: Decision Making			
<b>Critical Content and Skills</b>  Assessment		<b>AC</b> = Assessment Code: <div> <b>Q</b> - Quizzes  <b>O</b> - Observations  <b>D</b> - Dialogues         </div> <div> <b>P</b> - Prompts  <b>WS</b> - Work Samples  <b>SA</b> - Student Self-         </div> <div> <b>T</b> - Tests         </div>	
Students will Know...	AC	Students will be able to...	AC
1. How to write both short and long-term goals. 2. Make positive choices that will affect their lives. 3. We are accountable for our own behaviors. 4. Behaviors for long-term success (i.e. Seven Habits, S.O.A.R, etc.) 5. The importance of having a balance between mental, emotional and social health. 6. How the balance of their emotional needs (love and be loved, survival, variety, to feel important) impact their behaviors (Franklin Reality Model). 7. How to prioritize, organize and balance their academic, social and family responsibilities. 8. Strategies for effective time-management. 9. Stressors can be both positive and negative. 10. The effect of time-management on stress.		<b>Analyzing Influences</b> *2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.  <b>Decision Making</b> *5.1.1 Identify circumstances that can help or hinder healthy decision-making. *5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision. *5.1.7 Analyze the outcomes of a health-related decision.  <b>Goal Setting</b> 6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.1.3 Apply strategies and skills needed to attain a personal health goal.  * <b>An asterisk indicates that this standard is addressed within multiple units.</b>	

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## Critical Content/Concept Web

## Unit Planner

Unit Topic: Personal HealthConceptual Lens: AwarenessGrade: 7<sup>th</sup>**Unit Overview**

This unit will focus on appropriate communication between peers. The importance of developing a positive self-esteem will also be included in this unit of instruction. Additionally, students participate in a self-guided community service project.

**Approximate timeframe:**  
5-7 days

**Unit 2 Vocabulary/Ideas**

Self-esteem	Hurtful communication
Community service	Unique
Volunteer	Character trait
Peer	
Peer conflict	
Bullying	

Grade: 7th  
 Subject: Life Skills  
 Unit: Personal Health  
 Lens: Awareness

<b>Enduring Understandings</b>	<b>Guiding Questions</b>
<p>1. How we view ourselves impacts our actions.</p> <p>2. Our actions impact others.</p>	<p>a. What is self-esteem?</p> <p>b. How does your environment affect your self-esteem?</p> <p>c. How can your relationships with others affect your self-esteem?</p> <p>d. How do your characteristics make you unique?</p> <p>e. What are your personal strengths and weaknesses?</p> <p>f. How can you use those strengths in a positive way?</p> <p>a. How might your behavior affect someone else's self-esteem?</p> <p>b. What are some things a person could do to make a positive impact on another person's self-esteem?</p> <p>c. What is the difference between peer conflict and bullying?</p> <p>d. What are some examples of short-term and long-term consequences of hurtful communication?</p> <p>e. What is community service?</p> <p>f. How does community service affect yourself, others and your environment?</p>

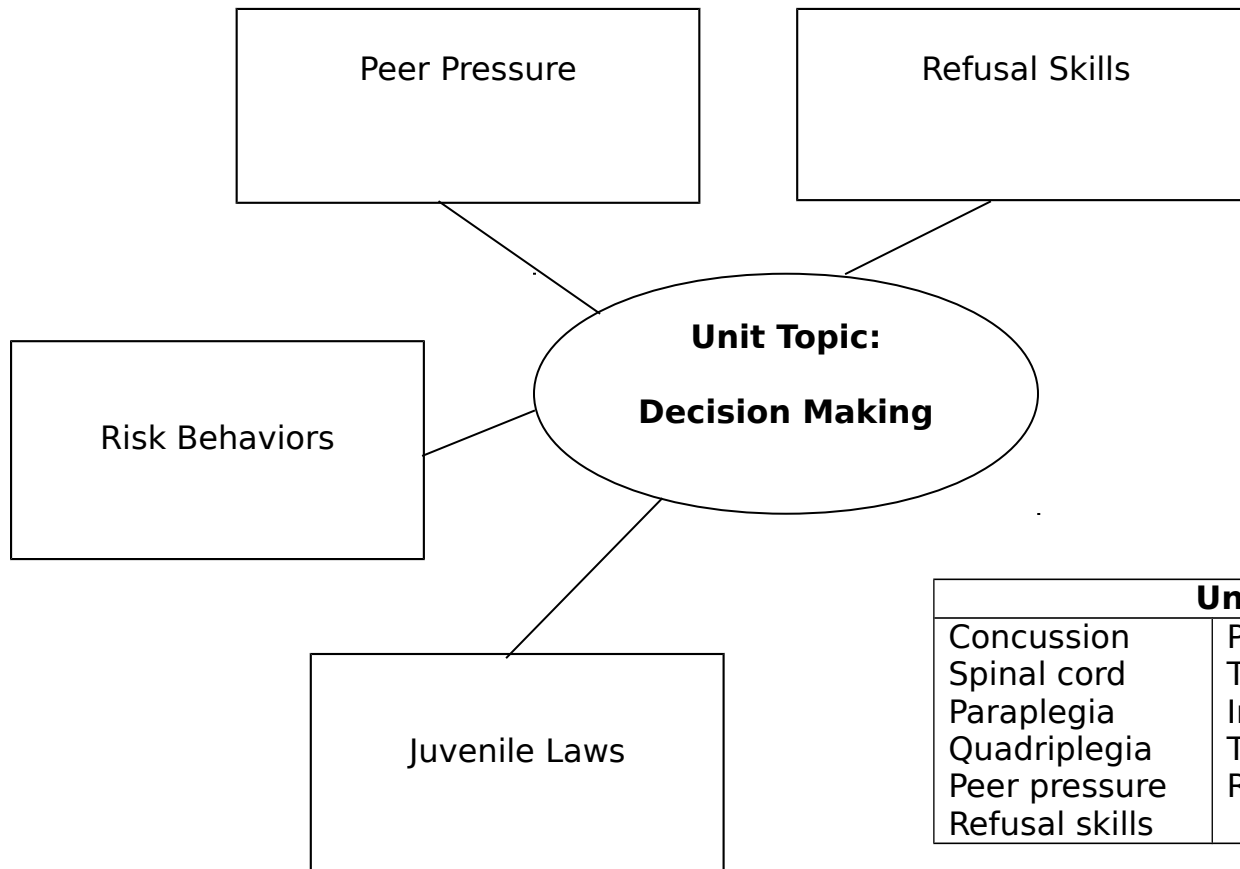
Grade: 7th Subject: Life Skills Unit: Personal Health Lens: Awareness			
<b>Critical Content and Skills</b>  Assessment		<b>AC</b> = Assessment Code: <div> <b>Q</b> – Quizzes  <b>O</b> – Observations  <b>D</b> – Dialogues         </div> <div> <b>P</b> – Prompts  <b>WS</b> – Work Samples  <b>SA</b> – Student Self-         </div> <div> <b>T</b> – Tests         </div>	
Students will Know...	AC	Students will be able to...	AC
1. How to effectively communicate with other individuals to plan and implement their community service project. 2. Importance of giving back to the community. 3. How volunteering positively impacts their lives. 4. Community service contributes to a sense of belonging and increases self-esteem. 5. The aspects of their life that makes them unique. 6. A positive self-esteem stems from how an individual reacts to their environment. 7. The importance of developing positive character traits. 8. Hurtful communication can have a lasting impact on others. 9. The difference between peer conflict and bullying. 10. The different types of bullying. 11. An individual's actions can affect others.		<b>Analyzing Influences</b> *2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. *2.1.2 Analyze the influence of media and technology on personal and family health. *2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.  <b>Interpersonal Communication</b> *4.1.3 Demonstrate effective conflict management or resolution strategies. *4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.  <b>Practicing Healthy Behaviors</b> *7.1.1 Explain the importance of assuming responsibility for personal health behaviors. *7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. *7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.  <b>Advocacy</b> 8.1.2 Demonstrate how to influence and support others to make positive health choices.	
*An asterisk indicates that this standard is			



		<b>addressed within multiple units.</b>	
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## Critical Content/Concept Web

## Unit Planner

Unit Topic: Decision MakingConceptual Lens: Choices and ConsequencesGrade: 7<sup>th</sup>**Unit Overview**

The focus of this unit will include the effect of peer pressure on the decision-making process. Students will learn how to employ refusal skills when placed in negative situations. Students will also analyze situations where taking proper precautions can reduce risk.

**Approximate timeframe:**  
5-7 days

**Unit 3 Vocabulary/Ideas**

Concussion  
Spinal cord  
Paraplegia  
Quadriplegia  
Peer pressure  
Refusal skills

Precautions  
Traumatic Brain  
Injury (TBI)  
Trauma  
Risk behavior

Misdemeanor  
Status  
Felony  
Waivable  
Juvenile

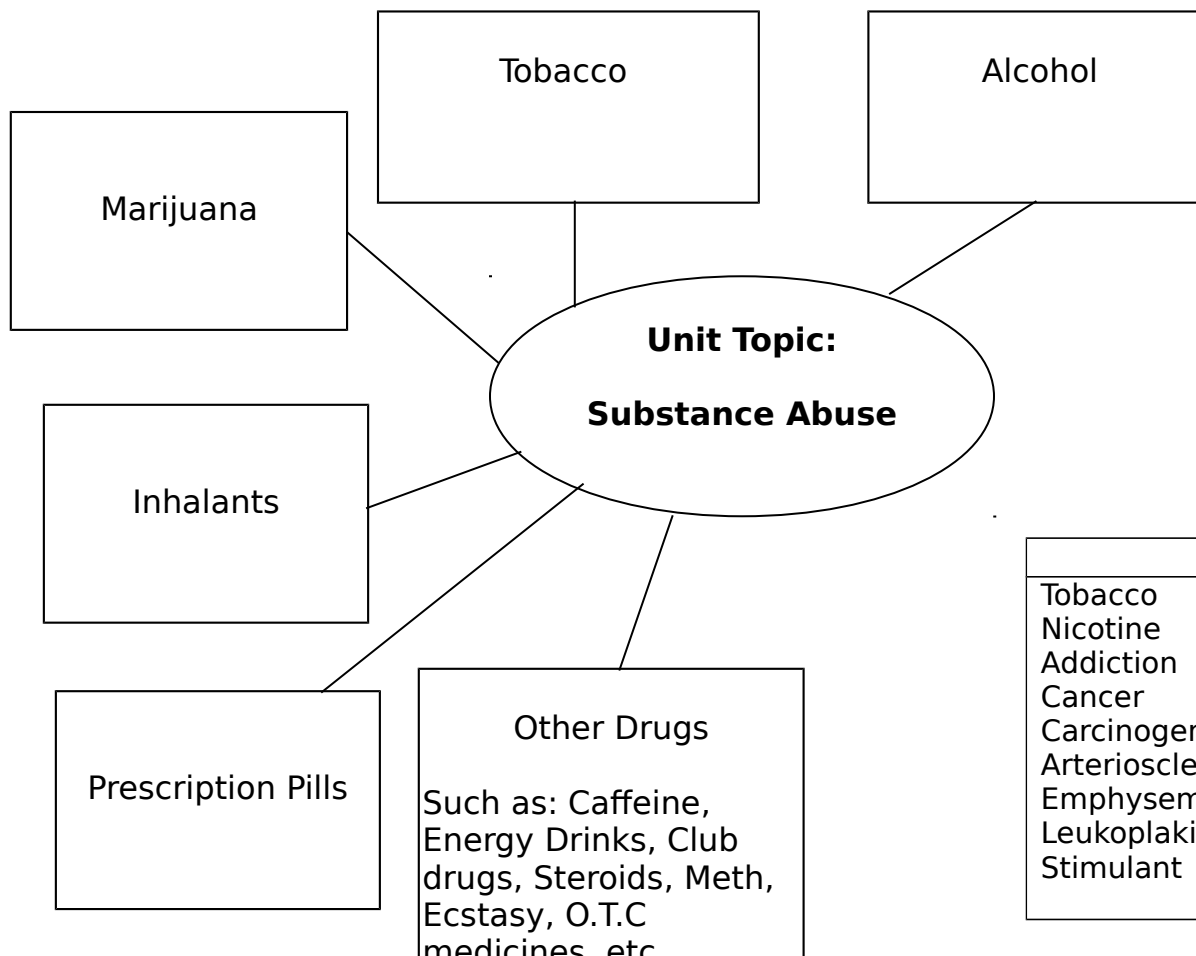
Grade: 7th Subject: Life Skills Unit: Decision Making Lens: Choices and Consequences	
Enduring Understandings	Guiding Questions
1. You are ultimately responsible for your own decisions; peer pressure is merely an influence.	a. What is peer pressure? b. How can peer pressure be positive or negative? c. What are some possible outcomes of positive or negative peer pressure? d. What types of decisions are influenced by peer pressure? e. What are some situations where refusal skills might be helpful? f. What are the five steps of refusal skills? g. How can we use those steps to avoid a potentially dangerous situation? h. How can these steps help us keep our friends, stay in control, keep out of trouble and have fun?
2. Taking proper precautions can reduce risk.	a. What are some examples of risk behaviors? b. What are some precautions you can take to reduce risk? c. What is a concussion? d. How is a spinal cord injury different from a brain injury? e. What are signs and symptoms of a concussion? f. How can a concussion impact daily life (home, school, activities)? g. What are some examples of precautions you can take to prevent or minimize brain and spinal cord injuries? h. What are the requirements of Idaho's Graduated Return to Play Action Plan?
3. There are a variety of consequences for the choices you make.	a. What are some examples of school policy as they pertain to students? b. What is the purpose behind school policies? c. How does local law enforcement work with schools to keep kids safe? d. What laws/policies are kids most likely to violate? e. What are the consequences for choosing to break the laws or district policies? f. What can students and school personnel do to help ensure a safe school environment?

Grade: 7th Subject: Life Skills Unit: Decision Making Lens: Choices and Consequences			
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Assessment		<b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
1. The definition of peer pressure. 2. The difference between positive and negative peer pressure. 3. Possible consequences of negative peer pressure and positive peer pressure. 4. The influence peer pressure can have on the decision-making process. 5. When to use refusal skills. 6. How to demonstrate the 5 refusal skills steps appropriately. 7. How to turn a negative situation into a positive situation by using refusal skills. 8. When to leave a situation. 9. Proper safety equipment needed for a given situation to reduce the risk of injury. 10. Local laws and school policies are designed for the purpose of public safety. 11. Consequences exist for violating laws.		<b>Analyzing Influences</b> *2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. *2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors. *2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors. *2.1.6 Explain how school and public health policies can influence health promotion and disease prevention. <b>Accessing Information</b> 3.1.4 Describe situations that may require professional health services. <b>Interpersonal Communication</b> 4.1.1 Apply effective verbal and nonverbal communication skills to enhance health. 4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. *4.1.3 Demonstrate effective conflict management or resolution strategies. *4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others. <b>Decision Making</b> *5.1.1 Identify circumstances that can help or hinder healthy decision making. 5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. *5.1.7 Analyze the outcomes of a health-related	

		decision. * <b>An asterisk indicates that this standard is addressed within multiple units.</b>	
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## Critical Content/Concept Web

## Unit Planner

Unit Topic: Substance AbuseConceptual Lens: ChoicesGrade: 7<sup>th</sup>**Unit Overview**

This unit will focus on the use of alcohol, tobacco, and other drugs. These substances have major implications in the lifelong health of individuals. Including the effects, influences, prevention and treatment of the use of alcohol, tobacco products and other types of drugs on the body.

**Approximate timeframe:**  
4-5 weeks

**Unit 4 Vocabulary/Ideas**

Tobacco	Alcohol	Gateway drug
Nicotine	Binge drinking	Marijuana
Addiction	Blackout	Anabolic Steroid
Cancer	Tolerance	Inhalant
Carcinogen	D.U.I	Prescription pills
Arteriosclerosis	B.A.C	Club drugs
Emphysema	Depressant	Meth
Leukoplakia	Withdrawal	Ecstasy
Stimulant	Cirrhosis	Caffeine
	F.A.S	O.T.C

Grade: 7th  
 Subject: Life Skills  
 Unit: Substance Abuse  
 Lens: Choices

<b>Enduring Understandings</b>	<b>Guiding Questions</b>
<p>1. The abuse and misuse of drugs is harmful to a person's wellness.</p>	<ul style="list-style-type: none"> <li>a. How does the abuse and misuse of drugs affect the social, physical and mental aspects of health?</li> <li>b. What are the short-term and long-term effects of drug use and misuse?</li> <li>c. How does alcohol consumption affect the body?</li> <li>d. What is addiction?</li> <li>e. What is the genetic relationship between addiction and family history?</li> <li>f. What are the effects of fetal alcohol syndrome?</li> <li>g. What does a carcinogen do to the body?</li> <li>h. Why is marijuana considered to be a gateway drug?</li> </ul>

Grade: 7th Subject: Life Skills Unit: Substance Abuse Lens: Choices	
Enduring Understandings	Guiding Questions
2. Drug use impacts society.	a. How does drug use impact society? b. What are the effects of second-hand smoke on society? c. What are the social consequences of substance abuse? d. How does substance abuse affect our schools? e. How are teens influenced by media? f. How does government regulation of substances impact society?



Grade: 7th Subject: Life Skills Unit: Substance Abuse Lens: Choices			
<b>Critical Content and Skills</b>  Assessment		<b>AC</b> = Assessment Code: <b>Q</b> – Quizzes <b>P</b> – Prompts <b>O</b> – Observations <b>WS</b> – Work Samples <b>D</b> – Dialogues <b>SA</b> – Student Self-	
		<b>T</b> – Tests	
Students will Know...	AC	Students will be able to...	AC
1. The definition of addiction and how it impacts society. 2. Nicotine is found in cigarettes, pipes, cigars, smokeless tobacco (chew, snuff) and electronic cigarettes. 3. Nicotine is the most addictive substance. 4. Tobacco products contain carcinogens. 5. The major chemicals in cigarettes and why those chemicals are in cigarettes and tobacco products. 6. Common conditions related to use of tobacco products. (such as: arteriosclerosis, heart disease, stroke, ulcers, emphysema, circulatory issues, halitosis, gingivitis, leukoplakia, and cancers: lung, bladder, kidney, laryngeal, esophageal, and oral) 7. Short-term and long-term health and social consequences of alcohol, tobacco and other drug use. 8. The effects of second hand smoke on others. 9. The role of media in marketing alcohol, tobacco, energy drinks, and other drugs to teens. 10. The use of alcohol, tobacco and other drugs have a negative impact on our society. 11. The definition of binge drinking and alcohol poisoning. 12. Common conditions related to the misuse of		<b>Core Concepts</b> 1.1.1 Analyze the relationship between behaviors, body systems, and personal health. 1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.1.4 Describe how family history can affect personal health. 1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.  <b>Analyzing Influences</b> *2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. *2.1.2 Analyze the influence of media and technology on personal and family health. *2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors. *2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. *2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.  <b>Interpersonal Communication</b> *4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.	

<p>alcohol. (arteriosclerosis, cirrhosis, heart disease, stroke, ulcers, fetal alcohol syndrome, cancers)</p> <p>13. Some substances have a legal age for use; others are illegal regardless of age.</p> <p>14. The reasons why alcohol and tobacco are illegal for persons under the age of 21 &amp; 18 respectively.</p> <p>15. The consequences for driving under the influence of alcohol and other drugs.</p> <p>16. Local laws and school policies pertaining to substance abuse for minors.</p> <p>17. The legal consequences for choosing to use, possess, and distribute illegal substances.</p> <p>18. The most common gateway drugs.</p> <p>19. The difference between physical and psychological addiction and how it pertains to marijuana use.</p> <p>20. The consequences for abusing and/or misusing substances.</p> <p>21. The difference between stimulants and depressants.</p> <p>22. Appropriate usage guidelines for OTC and prescription pills.</p> <p>23. The names and street names of various club drugs (such as meth, ecstasy, ketamine, GHB, rohypnol, cocaine, heroin, LSD, PCP, hallucinogens, mushrooms).</p> <p>24. The physical effects of various club drugs on the body.</p> <p>25. The role students can play in helping keep our schools drug free.</p> <p>26. The products that are classified as inhalants. (Aerosol products, rubber cement, white out, sharpies, dry erase markers, paint, gasoline, antifreeze, solvents, etc...)</p> <p>27. The impact of drugs on a fetus.</p>		<p><b>Decision Making</b></p> <p>*5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.</p> <p>*5.1.7 Analyze the outcomes of a health-related decision.</p> <p><b>Practicing Health Behaviors</b></p> <p>*7.1.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>*7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>*7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.</p> <p><b>* An asterisk indicates that this standard is addressed within multiple units.</b></p>	
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